UNIVERSITY OF EDUCATION, WINNEBA

LEVEL OF TEACHERS RESOURCES DEVELOPMENT AND ITS EFFECT ON

SCHOOL ACADEMIC PERFORMANCE IN THE PUBLIC BASIC SCHOOLS IN

THE JOMORO MUNICIPALITY

VIVIAN EFUA SACKEY

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for the award of the Master of Arts (Educational Leadership) degree

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DECLARATION

STUDENTS DECLARATION

I, VIVIAN EFUA SACKEY declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: …….……………................

DATE: …………………………………….

SUPERVISOR'S DECLARATION

I, hereby declare that the preparation and presentation of this project work was supervised in accordance with the guidelines on supervision of project report laid down by the University of Education Winneba.

NAME OF SUPERVISOR: PROFESSOR FREDERICK KWAKU SARFO

SIGNATURE: …………………………………

DATE: …………………………………………

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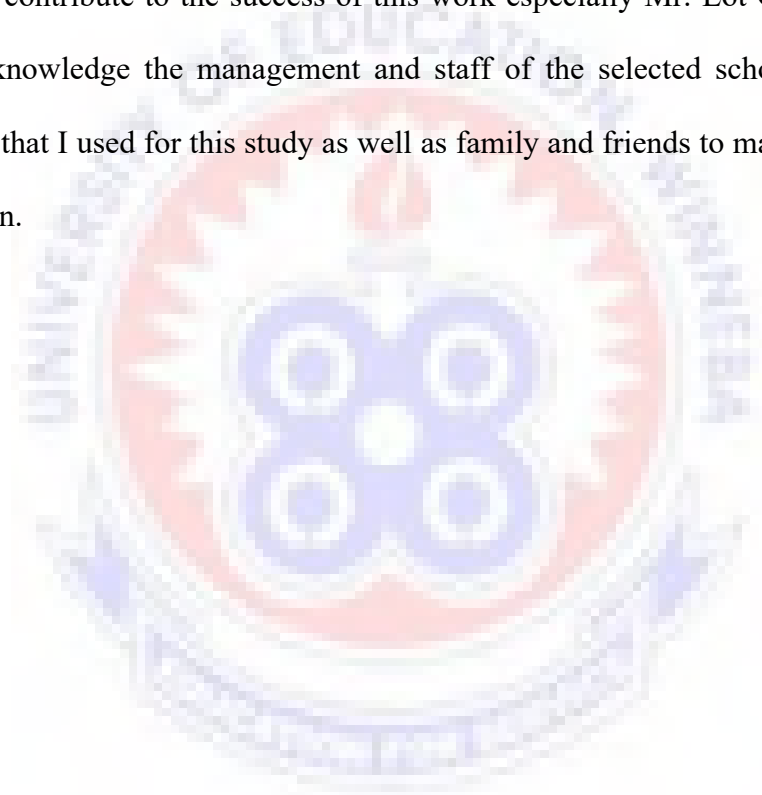
DEDICATION

To my partner David Gbordjo, my parents Mr. and Mrs. Sackey and my siblings Abigail

Adwoa Sackey and Emmanuel Kweku Sackey, one of the most disciplined and

determined people I have ever met.

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ABSTRACT

Human Resource Development (HRD) is important for organizations in achieving higher performance. Human Resource Development is the frameworks for helping employees develop their personal and organizational skills, knowledge, and abilities. The purpose of the study is measure effect of Teachers Resource Development on school performance at Jomoro Municipal. The study employed descriptive and correlational. The study was conducted using sample of 60 teachers in the Jomoro Municipal. Data were collected from the participants through the use of structured questionnaire. The Reliability test using Cronbach's alpha had ($\alpha = 0.768$) for questionnaire. The study employed both descriptive and correlational research designed, and employed correlational and regression analyses to explore the relationship between the variables understudy. Findings from the study revealed there is weak positive relationship ($R = .276$, $p < 0.05$) between Teachers Resource Development and School Performance. Teachers Resource Development significantly influence school performance, since the p-value of Teachers Resource Development was far less than ($\alpha = 0.05$) alpha level. The total variability in school performance explained by teacher's resource development was only. The variability in school performance explained by teachers' resource development is very small. The study concludes that teachers' resource development significantly influences school performance, though there is small variability in school performance that is explained by teachers' resource development. The study Recommends that the educational directorate should work had to improve teachers' resource development in the Jomoro to help increase the schools performances.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This Chapter of the study covers the back ground of the study, the statement of the problem, purpose of the study, specific objectives of the study, research questions, significance of the study, scope of the study, limitations of the study an organization of the entire study.

1.1 Background to the Study

Human Resource Development (HRD) is important for organizations in achieving superior performance. Human Resource Development is the frameworks for helping employees develop their personal and organizational skills, knowledge, and abilities. HRD is one of the most significant opportunities that employees seek when considered as an employer. The ability, and encouragement, to continue to develop their skills helps to retain and motivate employees. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. Organizations have many opportunities for human resources or employee development, both within and outside of the workplace.

Given pressures for both efficiency and flexibility (Powell, 1990), organizations are exploring the use of different employment modes to allocate work (Rousseau, 1995). In addition to the use of internal full-time employees, many firms are depending

increasingly on external workers, such as temporary employees, contract laborers, and the like. This shift highlights the fact that, as with other capital investments, the management of human capital often can be broken down into "make-or-buy" decisions (Miles & Snow, 1984). On the one hand, organizations may internalize employment and build the employee skill base through training and development initiatives. On the other, firms may externalize employment by outsourcing certain functions to market-based agents (Rousseau, 1995).

The Ghana Education Service (GES) has received its fair share of criticisms with regards to developing its resource. Despite the benefit derived from heralding the resource of a firm, is hardly do the GES take pride in developing its assets. There have been inadequate workshops within an academic year to enlighten tutors on the best tuition methods. Notwithstanding the attention given specialize courses is seemingly non-existent. Further, human resources are inadequate especially in rural communities, thus forcing a make-shift attitude towards tuition. This is daunting to the (GES) in achieving its desired performance. School Performance has received enormous attention in recent years. Given varied performance measures, we examine the influence of Teachers Resource Development on school performance in the Jomoro Municipal. Geographically, data will be gathered from the schools in the Jomoro Municipal in Western Region of Ghana.

The quality of a civilization depends basically on the character of human being not on the physical equipment or the political machinery. The main task of education, especially higher education, is the improvement of this character. The World Conference on Higher Education held in Paris 1998, UNESCO (1998) stated that a reformation and transformation of higher education is needed in order to allow the whole society to overcome the challenges of the 21st century, to develop and advance

knowledge, and to provide and train capable, responsible, enlightened individuals and qualified specialists and professionals, without whom no country can advance socially, culturally, economically, or politically. Higher education institutions have become more interested in implementing human resource management as a full strategic partner in their operations. Work Life Report (1994) listed some factors that make human resource management a successful strategic partner. These factors are: the acknowledgment of human resources significance, the strategic status of human resources as an essential asset, and the advanced competences of the human resource professionals in running the essential functions of the department. When addressing human resource development in higher education institutions in Ghana, there are some facts to be mentioned before proceeding to view the current state of human resource strategies adopted in such institutions.

Human Resource Management (HRM) is a critical part of an organization that is concerned with people dimension. It is a junction of all staff in the organization. Its role is to provide assistance on matters pertaining the employees who are directly involved in production in the organization (DeCenzo & Robbins, 1996). Organizations are comprised of people and so acquiring their services, developing their skills, motivating them to high levels of performance and ensuring they maintain total commitment to the organization is essential for the achievement of the organization objectives. This is true, regardless of any organization; government, health, education, business, recreation or social. Human resource management refers to the recruitment, selection, induction, training, development, and motivation of employees. It is concerned with people at work and their relationship within the system. Human resource management is aimed at achieving justice and efficiency in the organization. It enables every employee to offer the best contribution towards the success of the

organization. It seeks to ensure there are fair terms and condition of employment so that the employees are satisfied in their jobs (Mullins, 2006). Large literature has emerged devoted to identifying factors explaining variance in schools' performance, as indicated by their ability to improve pupil attainment, which is usually measured in terms of improvements in pupils' academic achievements since joining the school (value added).

The literature has focused on factors amenable to government action, such as class size, teacher quality, teachers' salaries, pedagogic techniques, the nutritional intake of students and school resources. The broader economic literature on factors affecting workplace and firm performance has investigated a wide range of capital and labour inputs standard in the production function literature but, in part motivated by remarkable within-industry variance in performance, the factors under consideration have been extended to include managerial practices, leadership skills and corporate governance. In these literatures analysts tend to focus on profitability or performance metrics such as sales growth which are applicable across much of the for-profit sector (Bryson & Wilkinson, 2018).

1.2 Statement of the Problem

Government on the concern of social and economic development of the country has seriously focus his attention on education in Ghana, with an outmost fit that people development through high educational will help realize such visions of social and economic development. In view of this various schools' performance has received enormous attention in recent years. Given varied performance of school especially of the basic school level over the years could be traced to various factors including teachers' resource development (Ghana Education Service, 2017). Teachers' resource

development in the basic schools at the Jomoro District over years has not received any attention and most teachers are not satisfied with the way their resource development issues are handled in the district. In view of this, the study examines the influence of teachers' resource development on school performance in the Jomoro Municipal.

1.3 Purpose of the study

The main purpose of the study was to examine the contribution of teachers' human resource development (HRD) on schools' performance at the Jomoro Municipal.

1.4 Objectives of the study;

1. To determine the level of teachers' resource development in the public basic schools in the Jomoro Municipal.
2. To identify the level of schools' performance in the public basic schools in the Jomoro Municipal.
3. To ascertain the relationship between teachers resource development on school performance at the public basic schools in the Jomoro Municipal.

1.5 Research Questions

The study's research questions were;

1. What is the level of teachers' resource development in the public basic schools in the Jomoro Municipal?
2. What is the level of schools' performance in the public basic schools in the Jomoro Municipal?
3. What is relationship between Teachers Resource Development contributes to Schools Performance in the public basic schools in the Jomoro Municipal?

1.6 Significance of the Study

This project will be of benefit to the Ministry of Education and Ghana Education Service (GES) since it will inform them to know the state of teachers' resource development level at the Jomoro Municipal problems. The Ghana Education Service will be informed about the state of teachers' resource development and its effect on students' academic performed to help them plan about our education system. Proprietors of private junior high schools and the Ghana National Association of Private Schools (GNAPS) will be educated to know how teachers' resources development impact on students' academic performance. UNESCO, USAID, UNICEF, UNDP, World Vision International, and other bodies concerned with quality assurance in education, will have the necessary first-hand information to make their work effective by implementing policies and programs that will ensure that teachers resource development is as stake.

1.7 Scope of the study

The study covers only the public basic schools in the Jomoro Municipal in the Western region. The results and the findings of this study cover the public basic school in the municipal.

1.8 Limitation of the study

This study encountered many setbacks. The main limitation was the sample size. The sample size was too small to reflect the entire population of study. Based on the estimated sample size for the study, the proposed number of questionnaire required to have been administered by the researcher was 278 samples, but due to the problem of

reaching the teachers on time and their geographical distribution of the schools in the municipal, only 72 teachers were contacted.

1.9 Organization of the study

This study begins with chapter one which covers; the introduction, the background to the study, research problem, the research objectives, the research question and the rationale of the research. This is followed by the Chapter Two which presents the literature review which considers what various scholars have found and explained about teachers' resource development and school performance. It consists of conceptual frame work, theoretical framework and empirical review of the study. Chapter Three presents the methods used in analyzing the data gathered. It includes the target population, data collection methods and analysis. It will also explain how the samples were chosen, the rationale behind the choice as well as the qualitative and quantitative methods that were used. The Chapter presents the results and discussion. It shows an in-depth data analysis in an orderly manner. The Chapter Five shows the summary of findings, conclusion drown and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers some of the research studies and reviews that have been carried out on teachers' resource development and school performance depending on the environment which they are subjected to. The literature review was structure under three main sections; the conceptual review, the theoretical review and the empirical review.

2.1 Conceptual Framework

2.1.1 Human Resource Management

Tocher and Rutherford (2009) defined Human Resource Management (HRM) as the set of activities and functions directed to developing and maintaining the labor structure in firms. The activities in HRM are recruitment, selection, appraisal, training, compensation, and employee relations (Guest, 2011). The role of HRM is to translate the strategic aims of the organization into human resource policies and to create human resource strategies that generate a competitive advantage (Tyson, 1995). According to Walker (1992), strategic HRM is defined as 'the means of aligning the management of human resource with the strategic content of the business and human resource strategy so that the latter supports the accomplishment of the former and, indeed, helps to define it'. Strategic HRM involves designing and implementing a set of proactive HR policies/practices that ensures that an organization's human capital contributes to the achievements of its corporate objectives (David, Chin & Victor, 2002). SHRM highlights the growing proactive nature of the human resource (HR) function, its potential importance to the success of organizations and the possibility of change in the HR function from being reactive, prescriptive, and administrative to being proactive,

descriptive and executive (Boxall, 1994). Sahoo, Das, & Sundaray, (2011), note that the strategic human resource management concept relates to the proper integration of human resource management into the primary business strategy of the firm by adapting human resource activities in all stages of the firm. Other researchers have defined SHRM as a cumulative set of practices or behaviours related to the management of human capital, where the HR professional serves as a strategic business partner with the other executive bodies of the organization (Miles & Snow, 1984; Stiles, & Zaleska, 2002). SHRM has been a substantial concept to enhance the strategic capabilities of organizations, ensuring the availability of committed, motivated, and skilled labor (Branine & Pollard, 2010).

Organizations with strong strategic capabilities have a tendency to integrate their HR processes into their central corporate strategies to achieve ideal outcomes (Lengnick-Hall, et al., 2011). In the early 1980's the strategic concept in academic staffing began to gain popularity, due to the fact that resources in educational funding in America were becoming scarce. This is also due to the fact that faculty and supporting staff salaries, wages, and fringe benefits average 70 to 80%ofan institution's operating budget (Mortimer, 1985). Hence the concept of strategic staffing gained momentum to play a vital role in the labor-intensive industry of higher education (Mortimer & Tierney, 1979). According to Keller (1983), American higher education in the 1980's entered a new era that required new procedures and new attitudes: better planning, strategic decision-making, and more directed change in human resource management. After his ground breaking publication of Academic Strategy (Keller, 1983), many colleges and universities became interested in instituting a strategic approach to human resource management in their organizations. Smylie and Wenzel (2006) studied the factors that affect the effectiveness of teaching/learning processes at Chicago

universities and found that Strategic Human Resource Management (SHRM) practices such as staffing, vocational development training, communication, reward and evaluation are some of the significant factors in this regard. Smylie and Wenzel also found that the application of SHRM practices and evaluation would raise higher education effectiveness. Bahrami et.al, (2013), looked at the relations between strategic human resource management and intellectual capital in Iranian universities. Their findings indicated significant multiple correlations between SHRM practices (staffing, training, performance appraisal, compensation, and participation) and intellectual capital (human, structural, and relational capital). They concluded that effective SHRM can enhance intangible assets of a university. Bergquist (1992) strongly believes that when human resource offices are properly positioned, effectively structured, sufficiently funded, adequately staffed, organizationally supported, and well managed, the tripartite mission of any college or university—teaching, research, and service—is more likely to be effectively and efficiently attained. In a recent study (Sahni & Jain, 2015), researchers recommended integration of HRM practices into the overall operations and strategies in order to achieve organizational effectiveness.

2.1.2 Recruitment and Selection System

The processes of recruitment and selection in labor-intensive firms have been critical to achieve long-term sustainability (Ofori & Aryeetey, 2011). A typical selection process in an organization involves judging candidates on a variety of dimensions, ranging from the objective and measurable e.g., years of experience and educational attainment, to the subjective and personal e.g., quality of output expected and leadership potential. To do this effectively, colleges and universities rely on a number of selection tools or devices. These include application forms, evaluation of

written information including letters, resumes and vitae, portfolios, and writing samples, simulated demonstrations by the applicants, tests, interviews of various sorts, physical examinations, reference and background checks, and sometimes onsite visits to the current employer. Applying inadequate methods of recruitment and selection might lead to a high cost to businesses (Nankervis & Stanton, 2010).

Olian and Rynes (1984) and Dalton and Kesner (1983) pointed out that the recognition of structure, size, and strategy on staffing decisions is extremely important. From their findings they conclude that organizations should note that certain personality traits of the individuals are valuable for implementing particular strategies and vice versa. Gerstein and Reisman (1983) equally emphasized that the importance of the selection system is not in the specifics of the selection methodology, but in the increased attention paid to the link between strategy, organization design, and selection of the employees. Mortimer (1985) looked at a number of strategies for faculty staffing: tenure policies, control by attrition, contract systems, non-tenure track appointments, part-time appointments, tenure quotas, extended probationary periods, review of tenured faculty, incentives for early retirement, and retraining of faculty. He concludes that institutions differ and do not face the same resource environment; therefore no single strategy is appropriate to all institutions (Mortimer, 1985).

2.1.3 Training and Development

Emphasizing the importance of training and development, Hall (1984) defined strategic human resource development as identifying and managing employee learning

in conjunction with the development of corporate and business strategies for the future. Harvey (1983)also reiterates that in order for training and development to help accomplish organizational objectives, a human resource training and development plan must be established which is carefully aligned with the corporate strategic goals. Ironically, colleges and universities, which are in the business of education, have scarcely focused attention on the training and development of their own employees to maintain the faculty and administrative vitality (Bush and Ames, 1984). Underlying many of the expressed concerns of training and development in academia is the absence of any systematic attempt to link training and development to the strategic plans of the institution, when in academia, employee development may be more important today than ever before (Bush & Ames, 1984; Nelsen, 1983; Vaughan, 1984).

2.1.4 Performance and Appraisal System

Performance appraisal is the cornerstone of an effective human resource system (Devanna, 1984). Basically, the purpose of performance appraisal is twofold. First, it provides the information needed to make strategic decisions by assessing the fit between current human resource systems and those systems required by a change in strategic direction. Second, it is a control system through which individual performance can be measured against strategic objectives with the goal being effective job performance (Devanna, 1984; Latham, 1984). Henceforth, performance appraisals seem particularly important in the labour intensive educational organization. However, most colleges have found it difficult to devise an appropriate system. The emphasis on research, which is sometimes non parietal to what is done in the classroom, makes the measurement of performance very difficult (Besse, 1973). Moreover, efforts to analyze teaching performance are frowned upon by many universities as unneeded or

inconsistent with the academic tradition (Corson, 1975). Yet, faculty members can alleviate their perceived shortcomings through a combination of assessments: student evaluations, peer evaluations, and self-evaluations, which are essential components of faculty development (Craven, 1981). A study done by Turk (2008), looked at the performance appraisal in the motivation and compensation of academic staff in Estonia. Using quantitative and qualitative methods, the research showed that the performance appraisal and compensation system (pay-for-performance system) has guaranteed a highly motivated core of staff. According to Turk (2008) a good and well-functioning performance appraisal system would help the educators to make their mark in the organizational setting of their faculty.

2.1.5 Compensation System

According to Stonich (1981), the most important aspect of effective strategy implementation is a future orientation on the part of managers, and a reward system can indicate what the company considers to be important. Matching rewards with accomplishment of strategic goals constitutes a little used, but effective, compensation system.

Organizations need a mechanism that demonstrates senior management's interest in attaining strategic goals, and the reward system is that mechanism (Stonich, 1981). McKeachie (1983) added that there are conditions other than pay that can unleash employee energy: freedom, diversity, risk taking, complexity, and a release from time pressures. If employees are provided with these elements of job satisfaction, they become a resource with elasticity — and one that is renewable. Over and above pay, Todd (1981) argues that in universities developing a system linking employees with organizational strategy, three characteristics must be considered: the clarity of

management's expectations and evaluation of employees, the strength of the performance-reward link for employees, and employee influence on control over their work.

2.1.6 Retention Plans and Culture

Hansel (1991), stated that "The well-being of the university depends on its ability to recruit and retain a talented professoriate" (p. 79). Hansel found that institutions that do not retain veteran faculty have a difficult time establishing quality programs. According to Boice (2000), faculty members often begin their careers with high morale, which quickly fades with increased stress and low satisfaction levels. Other researchers also noted that morale and retention is worse for female and faculty from diverse backgrounds (Cooper & Stevens, 2002; Garcia, 2000).

The need for institutions to improve retention of desirable faculty has increased over the years (Bataille & Brown, 2006), because there is evidence that retention of faculty improves the quality of institutions (Berry, Hammons, & Denny, 2001; Murray & Cunningham, 2004). That is why successful retention of faculty in higher education is a topic of increasing popularity encompassing multiple environmental factors and requiring research on best practices (Berry et al., 2001; Hagedorn, 2000).

The literature provides many best practices designed to improve higher education faculty satisfaction. Some of the best practices identified in the literature were increasing salary, improving working conditions, reducing exam stress, reducing class size, improving teaching conditions, increasing channels of promotion, increasing opportunities for professional development, improving the teacher ranking system, improving occupational opportunities, encouraging democratic decision making, improving coaching of younger teachers (Fuming & Jiliang, 2007), increasing

professional development for new faculty, increasing opportunities to attend conferences, improving teaching load, increasing the number of mentors for graduate students, improving the graduate teaching experience, and improving support from the chair person (Solem & Foote, 2004).

Retention plans become all the more important as the turnover of key employees may affect the organization in an adverse manner. There are many studies on employee retention in different industries and its causal relation with the human resource practices (Huselid 1995, Chew 2005). The human resource practices generally predict the turnover rate of employees (Shaw et al. 1998). In addition, Ruwan (2007) empirically evaluated six human resource (HR) practices (realistic job information, job analysis, work family balance, career development, compensation and supervisor support) and their likely impact on the marketing executive turnover.

In highlighting the importance of retaining human capital, Khaled (2015) mentions in his study that according to the consulting firm Accenture, 80 % of business experts and multinational corporations believe that "human resources issues" are now more critical than they were three years ago. Further, 68 % believe that retaining talented employees is more important than recruiting new ones (Chew, 2004). It is accepted that organizational commitment is an important factor that influences employee retention within the organization (Rathi & Lee 2015). It has been argued that organizational commitment acts like a psychological structure that maintains employees' interactions with their organizations and helps employees to take decisions about remaining in the organization (Ciftcioglu, 2011).

Given the significance of organization culture in influencing almost all the aspects of organization, be it employees, way of communication, or performance of organization, it becomes vital to understand the concept and also how it influences the

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strategic human resource practices in organizations. The concerns about the impact of organization culture was initially studied by Cartwright and Cooper (1992), in a study for assessing the contribution that it can make to the understanding of the merger phenomena, both in terms of its impact on organizational performance and on the managers and employees involved. According to Needle (2004), organizational culture represents the collective values, beliefs and principles of organizational members and is a product of such factors as history, product, market, technology, and strategy, type of employees, management style, and national culture. Culture includes the organization's vision, values, norms, systems, symbols, language, assumptions, beliefs, and habits. In defining the culture, Hofstede et al. (1990) also acknowledge agreement among researchers that organizational culture is holistic, soft, and difficult to change, has a historical basis, and are socially constructed. Understanding the organizational culture would certainly improve the knowledge and can provide leaders, managers, and researchers with special insight regarding fundamental characteristics of an organization (Schein, 1985), that will, in turn, help in managing or changing the culture. Human resource management and practices play an important role in building the organizational culture. Many studies highlight the significance of strategic actions related to HRM that could enhance employee trust and thereby build a culture of trust and innovation. Vanhala and Ritala (2016) shows that effective HRM practices indeed facilitate organizational innovativeness, and that this effect is partially mediated by lack of trust in the organization.

2.1.7 Practices of Human Resource Management in Education

Before In terms of functionality, human resources management comprises a wide range of practices including "hard" aspects such as recruitment and retention,

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and "soft" aspects such as work life balance, motivation, and career development (Gordon & Whit church, 2007). Organizations, experts and researchers have investigated the roles and sets of practices that human resources department should undertake in higher education institutions. In this regard, The College and University Professional Association for Human Resources (CUPA-HR) have presented some guidelines for human resource practices in higher education including major functions that human resources department should consider in higher education institutions. Those functions include:

Employee Benefits – Takes into account the benefits associated with health, dental, prescription medications, workers compensation, and other benefits related to the wellbeing of employees. Diversity and Respectful Workplace – Includes policies, programs, and activities that promote a harmonious environment in the workplace, and show respect for individuals and their roles at the institution regardless of their distinguishing characteristics. Global Human Resources – Complying with the rules and laws of the U.S. Immigration and Customs Enforcement Agency, as well as those in any country where an ex-patriot may reside.

- Human Resource Management – Includes practical policies and processes on applicant selection and recruitment, development and training, employee relations, general management and records retention, and legal factors.

- Performance Metrics – Includes comprehensive range of metrics in main human resource programme areas where data should be collected and analyzed to explore trends and performance measures.

- Recruitment/Selection/Termination – Includes procedures for acquiring, interviewing, and recruiting of quality employees, in addition to assuring minority

recruiting. Moreover, procedures and policies for terminating the dismissal of employees (Jones & Walters, 1994).

- Risk Management, Safety, and Health – Includes providing advices in occupational health, environmental protection, the areas of safety and risk management.

- Wage and Salary Administration – Includes developing and adopting criteria for regulating compensation in a reasonable equitable manner (Jones & Walters, 1994).

- Employee Compliance – Legal Matters – Includes assuring the compliance with all corresponding laws regulating the recruitment, management, and termination of employees.

- Employee Relations – Labour Issues – Includes handling legal concerns of employees' contracts and negotiations, along with the establishing negotiation team and strategies (Jones & Walters, 1994).

- Information Systems and Technology – Includes providing human resources focused technology to enhance the quality of services when recruiting, while maintaining compliance and empowering professional development and retention.

- Employee Leave and Holiday – Includes non-work activities of employees by allowing paid or unpaid leisure, whether required by policy or designed by the employer.

- Payroll – Includes the determination of compensation.

- Retirement – Includes providing plans for retirement comprising analysis of plans and implementation procedures (Jones & Walters, 1994).

- Training and Development – Includes providing training and development programmes that meet the employees' needs.

Exploring more theories in this regard, Convertino (2008) argued that human resources can gain a competitive advantage by performing a practice-by-practice competitive analysis for practices applied by the organisation's human resource department and its external competitors, realizing the similarities and the differences in human resource practices. Convertino (2008) states that those human resources departments that contribute to better competitive advantage, take into account a set of human resources practices as follows: Recruitment and Selection – Includes recruiting qualified individuals with required levels of knowledge and skills to perform certain tasks of the job (Narasimha, 2000), Professional Development and Training – Provides development and training programmes to help employees to acquire needed knowledge and skills (Narasimha, 2000), Performance Appraisal – Includes designing performance assessment schemes to indicate the degree to which the proficiency of the employee is important and the extent to which corrective training is required (Narasimha, 2000), Systems and Technology – Allow using data and analysis to promote informed decision making. Moreover, human resource systems are designed to protect employee privacy (Julius, 2000) and Labour Relations – Insure that labour relations and outcomes are stable and consistent with the institution's mission (Julius, 2000). In an attempt to identify the best practices, human resource professionals, and experts have spent a lot of efforts for validating human resource strategies and policies. The best practices of human resource management could be defined as those functions that evidently promote human and financial performances (Hafford & Moore, 2005). The term "best practice" is not a clear term with its meaning and significance depending on the culture, mission, and value of an organization. What is considered as the best practice in one organization may not be even accepted in another organization (Hafford & Moore, 2005). Conway (2004)argued that defining the best

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practices could improve both employee commitment and organizational performance. He states that identifying a set of human resources practices which could be used together with a certain strategy could facilitate the improvement of the performance.

2.1.8 Rewards and Teacher Performance

Asare-Bediako, (2013) states that employees provide performance while organizations offer rewards. Reward system is designed not only to motivate but also to maintain desired behavior and performance. A properly administered rewards system has the capacity to improve incentives for quality workmanship and teaching performance as well as strategically attracting skilled workers to join an institution whereas the reverse may lead to unproductive performance and even to a high incidence of teacher turnover (Wilson, 2004). Effectively maintained reward system creates a motivating environment that may enhance performance. (Oluremi, 2013) making the salary and compensation of teachers very attractive would enhance teachers' performance. Thus educational infrastructure, in-service training and good rewards mutually have a positive influence on the performance of teachers which may in a long run improve the performance of students.

2.1.9 Goals and Role of Human Resource Management in Education

The goals of human resource management in education are to develop the workers and to contribute to goal achievement. Human resource management has some specific roles to play. These are strategic and operational roles. Strategic Role: Human resources are critical for effective educational functioning. Human resources were once relegated to second-class status, but its importance has grown dramatically

in the last two decade. Again, its new importance stem from adequately recruited, selected and supervised, inducted and adequately rewarded, provided for, properly develop, appraised and promoted on the job. They will be committed to the job, remain dedicated and productive in the education system. It also represents a significant investment of the educational efforts. If managed well, human resources can be a source of competitive strength for the education. Strategically, human resources must be viewed in the same context as the financial, technological and other resources that are managed in any organization (Onah, 2008).

Operational activities are both tactical and administrative in nature. Griffin (1997) sees operational role from the legal perspective because some have regulated various aspects of employee-employer relations. Human resources management is therefore, interested in compliance with equal employment opportunities and observation of labour laws; examples; applicants must be oriented to the organizations, supervisors must be trained, safety problems must be resolved; wages and salaries must be administered. A wide range of activities typically associated with the day-to-day management of people as provided by laws and regulations must be performed efficiently. It is this collection of activities that has often been referred to as the personnel function, and the newer strategic focus of human resources management has not eliminated. In summary, it is difficult to produce one general interpretation of what human resource management means today.

2.1.10 Functions of Human Resources Management in Education

Human resource management in education is a set of practices and methods of integrating and maintaining the teaching staff in the school so that the school can achieve their purpose and as well as meet the goals for which they were established. It

is the motivation and co-ordination of the activities and effort of the teachers in school in order to obtain maximum output from them and consequently achieve the goals of education optimally Staff maintenance, Staff relations, Staff development, Procurement of staff and Job performance reward.

Staff Maintenance

This concern making the work environment conducive for workers, pertinent practices include; promotion and transfer, motivation, staff safety, security and health services. It is pertinent that educational establishments have sound policies in respect of staff transfer and promotion to ensure that justice and fairness prevail in dealing with staff. As work to be performed in the school is important, the mood of the man to perform the job is equally important. For maximum and productive goal attainment, the school head must ensure the comfort and happiness of the workers. That can be done through prompt payment of salary, and ensuring a safe and healthy working environment.

Staff Relations

There must be a good communication network in the school to enable workers to be constantly informed of the progress being made in the school. Workers should be encouraged to participate in planning and decision making in the school. Workers should be encourage by recognizing the staff as human beings with feelings, interest, needs and emotions and treating them as such with fairness and respect.

Staff Development

This is the process of appraising staff performances and identifying their key skills and competence that need development or training to improve their skills for better performance. It involves providing development programme and training courses that are suitable for the programme. The success of educational organization hinges on the strength and quality of the staff members. There is need to change through training and to improve and grow in competence. This can be done through in-service training, conference, workshop and seminars.

2.1.11 Challenges of Human Resource Management in Education

Human resource management has become notably complex in the sense that as human beings, they are not reliable for doing one thing over and over in exactly the same way. They can be expensive depending on their cadres, qualification and skills. Their productivity is highly dependent on the person's ability to instruct. The same content cannot be delivered every time. A number of factors have contributed in this complexity. They include the following:

Poor Working Condition

It is not out of way if staff expects to be paid finance rewards commensurate with the services performed. The ideal thing is to have a systematic producer for establishing a sound reward system and structure. A good remuneration tends to reduce inequalities between staff earnings, raise their individual morale, motivate them to work for pay increase and promotions, reduces inter group friction and employee grievances. Teachers' salaries are not paid alongside with other civil servants and in some cases, teachers are owned many months of salary areas.

Problems of Staffing

The problem of staffing is enormous. There are problem on the quality and quantity of staff recruited for the education of our citizens. The reason is from poor staff recruitment and selection process. Politicians have taken the upper hand. Some staff rarely stays in the remote areas where the management wants their services. They use to stay in the urban areas for self-convenience. The verification exercise carried out by Universal Basic Education Commission (2000), Shows that an additional 275 to 462 teachers were needed to teach in primary schools in Nigeria.

2.1.12 Teachers' Resource Development

The National Development plan of the Republic of Kenya sets the goal of industrialization by the year 2030. However, the education to develop human resources needed is not given much attention. In particular, low quality education in Science and Mathematics is an urgent issue to be addressed. In response to the request of the government of Kenya, the government of Japan began the project for Strengthening Mathematics and Sciences in Secondary Education (SMASSE) in 1998 which provides assistance to Science and Mathematics education through in–service training of teachers. In line with the Kenyan government policy on education, the SMASSE project was launched to enhance Mathematics and Science education in secondary schools in the country with the assistance of Japan International Cooperation Agency (JICA).The project is also taskedwith the provision of teaching/learning materials and training of teachers on how to improvise these materials where necessary through Activity, Student, Experiment and Improvisation (ASEI) and Plan, Do, See and Improve (PDSI). ASEI (Activity, Students, Experiments, Improvisation) movement emphasizes

student's participation from the start to the end of the lesson. The teaching activity should be student centered, based on experiments and improvisation if necessary. For instance, the teaching/learning of Longitudes and Latitudes in mathematics can be accompanied by improvising a metallic or plastic globe and using it in locating the position of an object along the equator. For the students to participate in the lesson, the teacher must plan the lesson well. Similarly, the teacher must also evaluate every aspect of the lesson during teaching.

2.1.13 Relationship between Teachers Resource Development and Level Students' Performance

Education is a fundamental human right (Wolfenson, 2000). The key to sustainable development, peace and stability within and among countries is the provision of education to the populace of such countries. Availability of teaching/learning resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students. Maicibi (2003) opined that all institutions or organization are made up of human beings (workers) and other non-human resources. He further asserts that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. Consequently, every institution should strive to attract and retain the best of human resource. The implication of these opinions is that well trained teachers in mathematics if well deployed to the secondary schools will bring about well rounded students who will perform academically well in mathematics. Most Ghanaian teachers are trained and have clear goals to guide their teaching, but good teaching and learning materials seem not to be seen in most mathematics lessons. As a result, there has been a public outcry about poor performance

in Mathematics at secondary school level. In Ghana, Mathematics is a compulsory subject up to secondary school level. During the last couple of years, performance in school examination has dropped significantly and this has been a major concern for the society. The Ghana Education Service (GES) has continued to raise concerns over the poor performance in Ghana examination. GES (1996) identified coverage of syllabus and practice, inability to master simple and basic concepts as reasons for poor performance. However, a report by the Teacher's Service Commission (TSC) revealed that there is shortage of specialized teachers due to high attrition rate. Many teachers have left teaching in public schools for greener pastures in better paying private schools.

2.2 Theoretical Framework

2.2.1 Karen Legge (1978) Model

In this model, Karen classified Human Resource Practitioners into three; (i) Conformist Innovator, HR practitioner who identifies with the organizational objectives through which he comes up with strategies such as cost reduction, conflict reduction and increase in productivity towards achieving organizational objectives; (ii) Deviant Innovator, is an HR practitioners who tend to shift away from the organizational objectives and adopt independent professional stance. The recommendations make tend to be unusual to the organizational status-quo and their acceptance is seen as the function of their individual position and status. Essentially, some of the subject matters in which HR practitioners who are Deviant innovators tend to involve in amongst other include: employee development, and work-life balance. However, their ideas may result into competitive advantages, though they might have been faced with opposition; and (iii) Problem-solver, HR practitioner that provides

daily assistance to the Management is regarded as Problem-solver. It is also seen as a conventional role play by the HR practitioner.

2.2.2 Storey (1992) Model

Storey's model is made up of a grid. In one axis, he shows whether the work undertaken is strategic or tactical and, on the other axis, the extents to which HR managers intervene in the management process. Analyzing the grid, Storey regarded HR practitioners who are in the advisor category as those who concentrate on issues that are strategic; however, they do not implement the activities recommended. Below advisor in the grid is Handmaidens, these are HR practitioners who contribute little to the implementing policy but operate at a tactical level, regarding administration, recruitment, provision of welfare, training and development. Similarly, HR practitioners that are referred to as Regulators are, involved in tactical issues but they are more interventionary in practice, ensuring that HR policies are properly implemented in agreement with line managers. The last in the grid is the referred to as change makers, these are HR practitioners that are both strategic and interventionary, who are less concerned with administrative policies and more concerned with the management of people in their organizations. Change makers assess organization's needs, come up with strategies, reach conclusions and drive required changes to completion. Change making is regarded as the major and essential role for efficient and effective HR practitioners.

2.2.3 Behavioral Psychology Theory

Behavioral psychology is concerned with what can be seen, and therefore behaviorist what is studied. Behavioral psychologists inform us that individuals respond the only way they can give their capacity, experience, and present forces working on

them. No more introspection, no more talk of instinctive behavior, and no more attempts to study the vague notions of human conscious or unconscious mind. Words associated with behaviorism include readiness, law effect, exercise, frequency, stimulus, response, reinforcement, punishment, programmed learning, and drives

2.2.4 Cognitive Psychology Theory

Purposive-behaviorism attempts to explain goal-directed behavior and the idea that human beings organize their lives around purposes. Purposive-behaviorism (and other cognitive psychologies) attempts to integrate theory from Gestalt and behavioral psychology. "For Purposive Behaviorism, behavior, as we have seen, is purposeful, cognitive, and molar, i.e., 'Gestalted.' Purposive Behaviorism is molar, not a molecular" (Tolman, 1981, p. 419). Words associated with cognitive psychology, including purposive-behaviorism, include drive discriminations, field-cognition modes, cognitive map, learning by analogy, learned helplessness, structuring, information processing, short- and long-term memory, and artificial intelligence.

2.2.5 The Universalistic Theory

this is recounted with the term" best practice "and "high performance Work practices", and its underlying assumptions or arguments may seem Somewhat simplistic: That there is a linear relationship between human resource practices or Systems and organizational performance. That best practices are universally applicable and successful. That organizational success is best measured in terms of financial performance indicators like profits, or by market share and sales levels may be taken to represent those who bear universalistic perspective. For example, that a greater use of sixteen specific practices, such as employment security, selectivity in recruiting, high

wages, incentive pay, employee ownership, information sharing, participation and empowerment, teams and job-redesign, training and skills development, cross-utilization and cross-training, symbolic egalitarianism, wage compression, promotion from within, long-term perspective, measurement of practices, overarching philosophy. Proponents of universalistic theory believe that there is a universal practice to be remained with HRM. It is the best practice that any organization can adopt it anywhere and these proponents are against using culture, environment, heterogeneity of people and their behaviour. Therefore it is better if those proponents are classified as Universalists and their ideologist as 'universally best practice theory or universalistic theory of HRM. From the above argument one may deduce that attempts are made to standardize the model so that its universalistic application is envisioned.

2.2.6 Resource Based Theory

There source based theory of HRM draws attention to the strategic value of the workforce and to the issues of work place learning. Thus, it appears to embraces of the view of HRM. Penrose "'who conceptualized the firm as a Collection of productive resources. The difference between physical and human resources draw attention to the issues of Learning including knowledge and experience of the management team. According to Armstrong resource based theory which recognizes that the Strategic capability of a firm depends on its resource capability, specifically the Human resources. The human or people are highly utilized as a resource. Competitive advantage could be achieved by the Firms, through developing human resources by way of learning organization and learning and practicing, before their competitors in a healthiest manner. Competitive advantage means the situation that an organization is implementing a strategy that has not been adopted by its Current or potential

competitors. Competitive advantage is temporary while the Sustained competitive advantage is permanent.

2.2.7 Ulrich (1998) Model

Ulrich model grid is similar to Storey model regarding the roles of HR practitioners with a slight difference. In Ulrich model, the left side of the grid measures the extent to which HR specialists manage organization process on one hand, and people on the other hand; which is depicted in figure 1.4. HR practitioners that are referred to as change agents work from strategic viewpoint in order to ensure that employees are in conformity with organization changes, ensuring that organization goals, objectives, vision, values and policies are duly implemented. On the other side of the grid, which is the business partner, HR specialists that play the role of business partner are expected to work with the management ensuring that the strategy developed are put into practice, identifying areas where necessary plans should be executed and establishing areas where remedial measures are required. The role of business partner in HR practice has been adopted by organizations thereby helping solve essential problems delivering real value to organizations. HR practitioners that are seen as administrative experts see to daily management processes, ensuring that organizational policies on grievances, discipline, equal opportunities and compensation arrangements are effectively implemented. Essentially, the administrative role of HR specialists is seen as fundamental and essential in running organizations without any hitch or barrier to the growth of companies. HR practitioners that are seen as employee champions act tactically on daily basis as employees' voice, ensuring implementation of good working conditions, they also see to the improvement in their position, contribution and engagement with organizations.

2.3 Empirical Framework

Alwiya and Sahni (2016) this study to explore the integration of institutional strategies to HRM by examining the strategic HRM practices in universities in Saudi. A quantitative and qualitative exploratory research design was used to study strategic human resources management best practices in higher education in Saudi Arabia. These were captured in a survey instrument which was later administered to staff in the selected higher education institutions in Saudi to determine the extent of strategic HRM implementation. Statistical analysis was conducted to cluster similar variables together with the aim of identifying the focal areas for determining the extent to which strategic HRM practices had been implemented in a university. The results of the study indicate that based on participants' perceptions, the higher education institutions under study have a strong level of awareness of SHRM. However, Saudi higher education is facing major problems surrounding the development of human capital, especially of the faculty members and needs to devote more attention to their SHRM practices. The employee recruitment and selection process is largely inadequate and needs effective attention. The results also showed that the performance appraisal and compensation system does not guarantee a highly motivated core of staff, especially if they are expatriate workers. As a result of these findings, there are strong implications for administrators, faculty, and other higher education personnel interested in applying and improving their best practices in strategic human resources management. Future research should include more universities, both public and private. In addition, future research should also consider moderating variables such as university culture, organization climate, and the labour market, especially with the nationalization of the labour force, legal and regulatory environment.

Bryson and Wilkinson (2018) Evidence on schools' performance is confined to comparisons across schools, usually based on value-added measures. The study adopt an alternative approach comparing schools to observationally equivalent workplaces in the rest of the British economy using measures of workplace performance that are common across all workplaces. The study focus on the role played by management practices in explaining differences in the performance of schools versus other workplaces, and performance across the schools' sector. We find intensive use of HRM practices is correlated with substantial improvement in workplace performance, both among schools and other workplaces. However, the types of practices that improve school performance are different from those that improve performance elsewhere in the economy. Furthermore, in contrast to the linear returns to HRM intensity in most workplaces, improvements in schools' performance are an increasing function of HRM intensity. Dolores and Ernest (2018) identified a significant relationship between training and development, and performance of teachers. The variables: regular in-service training, effective reward system and motivation, provision of proper and relevant teaching aids are linked to teachers' performance. These are in line with many studies on performance of employees which indicated a strong association between teacher motivation and improvement in performance.

Oluremi (2013) found a significant relationship between teacher motivation and teacher job performance competency. The research further emphasize that teaching and learning materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers 'efficiency and improve students' performance. According to (UNESCO, 2008), teaching and learning materials such as textbooks, classrooms, teaching aids (chalk, board, ruler and protractor), stationeries and laboratories affect positively academic performance of the learners. (Mutai,

2006) also asserted that learning is strengthened when there is enough reference materials such as textbooks, exercise books, teaching aids and classrooms which directly have a positive impact on academic achievement. Provision of adequate infrastructure was reported by the teachers to have an impact on their performance and in the long-run on the academic achievement of teachers. Writing on the role of adequate infrastructure on performance in teaching, (Balogun, 2002) submitted that no effective education programme could exist without equipment for teacher. Thus, training and development has a strong relationship with teacher job performance based competencies. The results analyzed above are confirmed by the Chi-square Goodness-of-Fit test.

Dolores and Ernest (2018) aim of their study was to examine training and development of teachers and how it can enhance their performance in delivery under the Ghana Education Service (GES). Performance of teachers is of primary importance to every country and Ghana is not an exception. Teachers area source of encouragement to their students because of the developed relationship and in addition, provide instructions in their respective academic area. The relatively poor performance of students in recent times has led to this study. The study was based on a case study and quantitative research design. Simple random sampling technique was used to select the respondents (teachers) of the study. A total of 40 questionnaires were distributed out of which 30 representing 75% were retrieved. The research instrument (teachers' in-service training questionnaire) was designed to have both open and close-ended items. The findings of the study revealed that, poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision. It is therefore, recommended that Ghana Education Service should improve upon its in-service training and

development policy to be consistent with the needs of teachers. More so, periodic learning needs assessments should be conducted before training programmes are designed for teachers. Education Service should be resourced to enable it organize more and regular in-service training programmes for teachers. Finally, teachers should be given the necessary motivation to boost their morale to give off their best performance.

Alwiya and Jolly (2016) recent studies have shown that high performing business organizations practice strategic human resource management (SHRM). However, there is a huge gap in both conceptual and or empirical studies on SHRM in higher education. This gap is more so in the Arab world. Although many institutions have noted the importance of some elements of strategic human resource management, few have practiced the elements on a frequent basis. It was the purpose of this study to explore the integration of institutional strategies to HRM by examining the strategic HRM practices in universities in Saudi. A quantitative and qualitative exploratory research design was used to study strategic human resources management best practices in higher education in Saudi Arabia.

Literature was reviewed and the general features of strategic HRM practices were identified. These were captured in a survey instrument which was later administered to staff in the selected higher education institutions in Saudi to determine the extent of strategic HRM implementation. Statistical analysis was conducted to cluster similar variables together with the aim of identifying the focal areas for determining the extent to which strategic HRM practices had been implemented in a university. The results of the study indicate that based on participants' perceptions, the higher education institutions under study have a strong level of awareness of SHRM. However, Saudi higher education is facing major problems surrounding the

development of human capital, especially of the faculty members and needs to devote more attention to their SHRM practices. The employee recruitment and selection process is largely inadequate and needs effective attention. The results also showed that the performance appraisal and compensation system does not guarantee a highly motivated core of staff, especially if they are expatriate workers. As a result of these findings, there are strong implications for administrators, faculty, and other higher education personnel interested in applying and improving their best practices in strategic human resources management. Future research should include more universities, both public and private. In addition, future research should also consider moderating variables such as university culture, organization climate, and the labour market, especially with the nationalization of the labour force, legal and regulatory environment. Drawing on the analysis, the study contributes rich and fruitful findings to the area of strategic human resource management.

Bryson and Stokes (2018) found that schools' performance is confined to comparisons across schools, usually based on value-added measures. We adopt an alternative approach comparing schools to observationally equivalent workplaces in the rest of the British economy using measures of workplace performance that are common across all workplaces. We focus on the role played by management practices in explaining differences in the performance of schools versus other workplaces, and performance across the schools' sector. We find intensive use of HRM practices is correlated with substantial improvement in workplace performance, both among schools and other workplaces. However, the types of practices that improve school performance are different from those that improve performance elsewhere in the economy. Furthermore, in contrast to the linear returns to HRM intensity in most

workplaces, improvements in schools' performance are an increasing function of HRM intensity.

Whittle, Telford, and Benson, (2018) study explored teacher perceptions of how they influence academic performance of Victorian Certificate of Education (VCE) Physical Education students. VCE Physical Education teachers (n = 37) from 31 secondary schools in Victoria, Australia participated in a qualitative study using focus groups with a semi structured interview schedule. Recorded focus group discussions were transcribed verbatim coded and analyzed. A social ecological model was used to categories emergent themes. At the individual level teachers perceived content knowledge, expectations, passion and enthusiasm, pedagogical content knowledge and use of reflective practices to inform teaching as key factors influencing student academic performance. Social level influences identified were positive student-teacher relationships and student access to the teacher outside of class time. The emergent themes highlight the teacher perceptions of the key factors of effective teaching in this context. Professional learning opportunities to improve effectiveness of pre-service and in-service teachers of senior-secondary physical education are discussed.
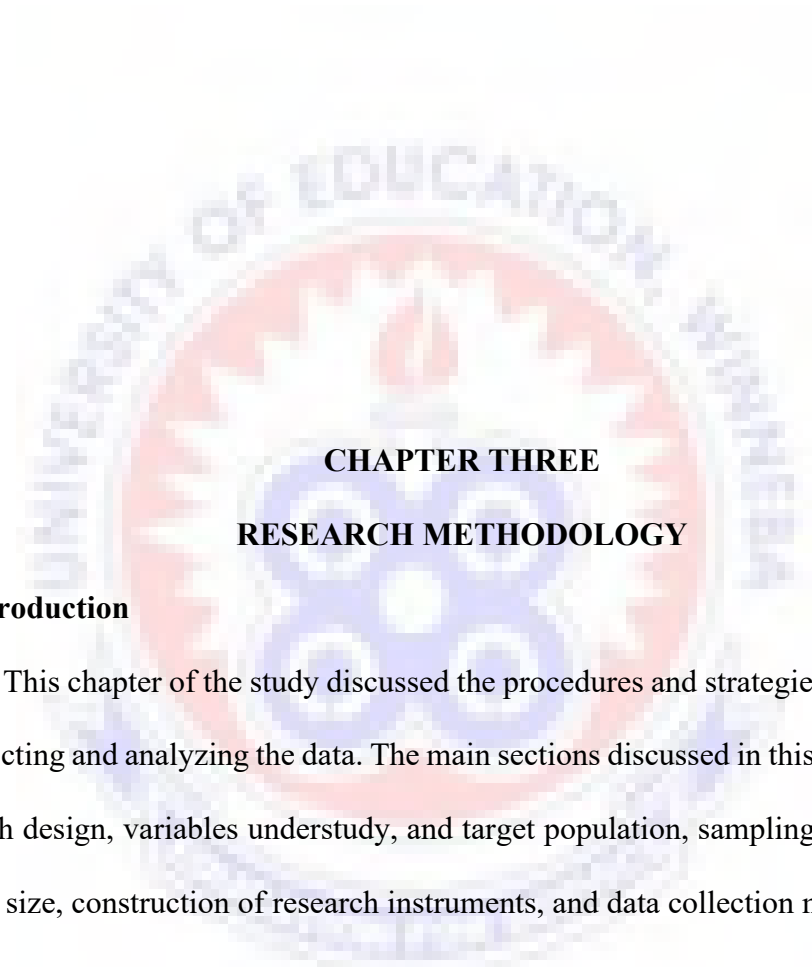
Chinyere (2014) study concludes that, Human resources are the key to rapid socio-economic development and efficient service delivery. The study stressed that without an adequate, skilled and well-motivated workforce operating within a sound human resource management programme, development is not possible. Every educational system at every level depends heavily on the human resources for execution of its programme. The function of human resource management in education includes staff maintenance, staff relations, staff development, procurement of staff and job performance reward. The challenges of human resource management include poor working condition, problem of staffing, funding, incessant transfer of teacher among

others. To address the identified challenges, the following recommendations were made. Education should be made attractive by creating a conducive atmosphere for teachers. More government attention is needed for education sector through improved function as education remains the basis for the progress of all other sectors of the society. A united salary structure should be made for all categories of teachers within the education sectors. The paper equally recommended that standard of education in Nigeria should be up dated to meet the rapid social changes in our present Nigeria society.

2.4 Summary of Literature

This chapter focused on conceptual framework, theoretical framework and empirical frame work reviewed on strategic teacher resource development and school performance. The following are the various conclusions drawn from the existing literature reviewed.

The common theories on human resource deployment includes; Behavioral Psychology Theory and Cognitive Psychology Theory. Intensive use of HRM practices is correlated with substantial improvement in workplace performance, both among schools and other workplaces. However, the types of practices that improve school performance are different from those that improve performance elsewhere in the economy. There is a linear return to HRM intensity in most workplaces; improvements in schools' performance are an increasing function of HRM intensity. A properly administered rewards system has the capacity to improve incentives for quality workmanship and teaching performance as well strategically attracting skilled workers to join an institution whereas the reverse may lead to unproductive performance and even to a high incidence of teacher turnover.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter of the study discussed the procedures and strategies that were used in collecting and analyzing the data. The main sections discussed in this chapter include research design, variables understudy, and target population, sampling techniques and sample size, construction of research instruments, and data collection methods.

3.1 Research Design

This study employed both correlational survey designs to help the researcher achieve the stated objectives. These designs were employed since they enable the researcher explicitly describe and examine the type of relationship that exist between the variables (teachers resource management and school performance). According to

Cooper and Schindler (2003) a descriptive and correlational study describes the existing problem and their effects through data analysis and interpretation of results.

The Correlational research deals with exploring relations that exist between teachers' resource development (independent variable) and students' academic performance (dependent variable). In both quantitative and qualitative studies, a researcher could hypothesize a relationship between two or more variables understudy. In this study the researcher hypothesized that there is significant relationship between teaching unspecialized subject and students' academic performance either positively correlated or negatively correlated. The researcher could statistically correlate teachers' resource development and student academic performance scores to determine the direction of the relation (positive, negative) and its strength (high, medium, and low). The abject limitation of correlational research is that it cannot identify cause and effect.

3.2 Population

The target population for this study was all teachers in Jomoro Municipal in the Western region with a total population of (420) teachers distributed among (21) public basic schools.

3.3. Sample

The Cochran's formula for estimating sample size was used to estimate the required representative samples for this study. The require sample size estimated for this study was (200), but due to time, resource and the distribution of the school in the study area, only 60 teachers were used. The study selected four schools including; (Nawule Catholic JHS, Bonyere Catholic JHS, Bonyere Methodist JHS and Twenen M/A JHS).

3.4 Sampling Technique

The researcher employed the following sampling techniques (Judgmental and simple random sampling technique). The study selected only four schools from the 72 public basic schools distributed in the Jomoro Municipal base on the researcher personal description of the schools, closeness to the researcher and geographically location of the school. The selection of the respondents (teachers) to fill the questionnaire was done through simple balloting. The researcher picked 420 pieces of papers and wrote 72 of them yes and the rest no. a teacher who picked yes was included and no was exempted from the study. This was done to reduce biasness in selecting the teachers from the four schools. This was based on the researcher personal description of the sample size he wants to use for the study because of time factor and the available resources. The 60 teaches were obtained from the four school selected.

3.5 Data Collection Instrument

The researcher relied solely on primary data in conducting the study and the instruments used for the data collection was structured questionnaire. Questionnaire was the instrument used for the data collection. The questionnaire was structured in three sections; Section "A" captured the personal details of the respondent (e.g. gender, age educational level etc.), Section "B" had six items on teachers resource development (e.g. teachers are trained on good teaching methods, etc.), Section "C" school performance (e.g. the school is considered as one of the best schools in the Municipal etc.) and Section "D" teachers satisfaction level of their resource development in the Jomoro Municipal. The questionnaire was designed by the researcher for the study.

3.6 Data Collection Procedure

The procedure for collecting the primary data was through self-administering method where data collectors were sent to the respective schools to deliver the questionnaires to the teachers to answer the respective questions bordering on their resource development and their school performance in the . The researcher collected a comprehensive list of teaching staffs of the schools in the Municipal. The researcher visited the four schools one after the other to all the teachers in each school and interacted with the teachers. The reasons for applying this procedure was that, it yields high return rate of the questionnaire and produces more accurate data as compared to the other methods that could have also been used. The return rate of the questioners' was 98%, since about 61 out of 62 were received.

3.7 Validity

To determine whether the research instrument actually measures that which it is intended to measure as discussed by (Joppe, 2000), the instrument was given to expects in the field to check for clarity and suitability of the language used and the content of each question in the questionnaire.

3.8 Reliability Test of the Questionnaire

The reliability test of the scale items on the questionnaire was run using SPSS version 20. The test results below showed that the questionnaire is reliable for the study, since the overall Cronbach's alpha value (0.752) was above (0.6). The reliability test of each sub-scales on the question was within the acceptable range of (0.7- 0.9), which can be described as good. The six items on teachers' resource development had a

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Cronbach's alpha of (**0.71**) indicate superb, and students' performance had Cronbach's alpha of (0.844**)** indicating that the instrument was reliable.

At the beginning of the data collection, the researcher collected introductory letter from the head department (leadership) University of Education. Then the researcher contacted all the target respondents to seek their participation in the research. Once that was done, the researcher prepared a schedule the administration of the questionnaire.

3.9 Data Analysis Procedure

The data were analyzed using descriptive and inferential statistics. For the descriptive statistics, frequencies and percentages were used to simplify the results and interpretation of the findings. The results later interpreted, described and analyzed using graphical and tabulation. For the inferential statistics, correlation and regression were used to explore the effect of teachers' resource development and school performance in the Jomoro Municipal in the Western Region.

Correlation analysis is a statistical technique used to determine the strength of relation that exists between two or more variables. Statistical correlation co-efficient was used to access the strength of relationship between teachers resource development and school performance. Correlation co-efficient lies within $(-1 \leq R \leq 1)$. Correlation coefficient is given as;

$$\rho_{(x,y)} = \frac{\left(n\sum xy - \sum x \sum y\right)}{\sqrt{\left(n\sum x^2 - \left(\sum x\right)^2\right)\left(n\sum y^2 - \left(\sum y\right)^2\right)}}$$

Where n is the number of observation. The value of ρ is measured between $(-1 \leq R \leq 1)$. The study described Correlation values that were below 0.05 as week, and any value above 0.5 as strong irrespective of the direction of their relationship

CHAPTER FOUR

PRESENTATION AND DISCUSSIONS OF RESULTS

4.0 Introduction

This chapter of the study presents the analysis of the data gathered from the head teachers and the teachers, results and discussion of the findings.

4.1 Demographics Characteristics of the Respondents

The study identified the following; (gender, age, educational qualification and experience) important demographic characteristics of both the head teachers and teachers in studied schools in the Municipal. The results are presented in Table 4.1.1 below.

Table 4.1.1: Demographics Characteristics of the Teachers

Demographics	Frequency	Percentage
Gender		
Male	25	41.0
Female	36	59.0

Total		52	100.0
Age			
	20-29	25	40.9
	30-39	17	27.8
	40-49	19	31.1
Total		52	100.0
Qualifications	HND/Diploma	23	37.7
	Degree	29	47.5
	MASTERS	9	14.8
Total		52	100.0
Years of experience	1-4	29	47.5
	5-8	28	45.9
	9 above	4	6.6
Total		52	100.0

Source: field work, 2018

The result shows that majority 59% (n = 36) of the respondents were females and minority 25% (4%) of the teachers were males. This shows that there gender balance among teachers. Their age distribution show that 41% (n=25) were within the age group of 20-25 years, 28% of them were aged between 30-39 years and 31% (n=19) were age between 40-49 years. Most of the teachers were Degree holders 47.7% (n = 29), followed by HND/Diploma 37.7 (n = 23) and only 14.8% (n = 9) were holding Master (Second Degree) according to their educational qualification distribution. This show that teacher in the Municipal have high educational qualification. The distribution of the experience level shows that 47.5 (n = 29) of them have had 1-4 years of experience representing the majority, 45.9% (n = 28) have had 5-8 years of experience and only 6.6% of them have 9 and above years of experience in the work. Their experience level show that they have enough experience in the job fields which will them to give out their fair information of the study matter. The result are presented in Table 4.1.1 below

4.2. Presentation of Results for Research Question One: What Is The Level of Teachers' Resource Development In The Pubic Basic Schools In The Jomoro Municipal?

In other to measure the level of teachers' resource development in the Municipal, six teachers resource development question were raised and teachers were asked to rate each according to their level of agreement and disagreement with question. The results are presented in Table 4.2.1 and 4.2.2 below.

Table 4.2.1: Teachers Resource Development

ITEM	SD / D		N		A / SA		
	Freq	(%)	Freq	(%)	Freq	(%)	Mean
1: teachers are trained on good teaching methods, moral and ethics.	5	6.6	54	88.5	2	3.3	4.098
2: teachers are encouraged to pursue further courses that are in line with their field.	7	6.5	55	90.2	2	3.3	*4.230*
3: performance appraisal educational promotions and awards are given to teachers.	17	26.2	38	62.3	7	11.5	3.377
4: effective teachers meeting and other programmes are rolled out in the Municipal.	22	36.1	31	50.8	8	13.8	3.033
5: teacher have strong platform to share their views.	42	68.9	15	24.5	4	6.6	2.115

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6: Teachers' performances are evaluated.	15	24.6	41	67.2	5	8.2	3.443
Average	**8.0**	**28.15**	**39**	**63.9**	**4.7**	**7.2**	**3.363**

Data source: Field Work, 2018, SD&D= Strongly Agree/Disagree, N= Neutral, A&SA Agree / Strongly Agree

The results show that on *RS1: teachers are trained on good teaching methods, moral and ethics*, 88.5% (n = 54) of the teachers ware agree/strongly agree, 6.6% (5) were strongly disagree/disagree and only 3.3% (n=2) were at the neutral level**.** RS2: teachers are encourage to pursue further courses that are in line with their field, **90.2%** (n = 55) of the teachers ware agree/strongly agree, 6.5% were strongly disagree/disagree and only 3.3% (n= 2) were at the neutral level.

On *RS3: performance appraisal educational promotions and awards are given to teachers,* 62.3% (n = 38) of the teachers ware agree/strongly agree, 26.2% (n = 17) were strongly disagree/disagree and only 11.5% (n = 7) were at the neutral level.

On RS4: *effective teachers meeting and other programmes are rolled out in the Municipal,* 50.8% (n = 31) of the teachers ware agree/strongly agree, 36.1% (n = 22) were strongly disagree/disagree and only 13.8% (n = 8) were at the neutral level. *On* RS5: teacher have strong platform to share their views, 62.3% (n = 38) of the teachers ware agree/strongly agree, 26.2% (n = 17) were strongly disagree/disagree and only 11.5% (n = 7) were at the neutral level.RS6: teachers performance are evaluation, 67.3% (n = 47) of the teachers ware agree/strongly agree, 24.6% (n = 15) were strongly disagree/disagree and only 8.2% (n = 5) were at the neutral level.

The overall Teachers Resource Development show that about 64% (39) were in agreement, 28% (n = 8) were in disagree with the all the statements and only 7.2 (n = 5) could not tell their level of agreement or disagreement of the questions. Also the overall mean score (mean = 3.363, St.D = 2.622) indicates that teachers resource

development in the Municipal is high and the most highest teachers resource development is on ***RS2: teachers are encourage to pursue further courses that are in line with their field,*** since it had the highest mean score of 4.23 and small standard deviation of 0.824, as shown in the table.

4.3 Presentation of Results for Research Question Two: What Is The Level of School Performance In The Public Basic Schools In Jomoro Municipal?

In other to measure the level of school performance in Jomoro Municipal, six school performance questions were raised and teachers were asked to rate each according to their level of agreement and disagreement with question. The results are presented in Table 4.3.1 and 4.3.2 below.

Table 4.3.1: School Performance

ITEMS	SD/D		N		A/ SA		
	Freq	(%)	Freq	(%)	Freq	(%)	Mean
P1: The school is considered as one of the best school in the Municipal.	20	32.7	6	9.8	35	57.4	3.311
P2: Students intellectual is very high as compare to other schools.	34	55.7	9	14.8	18	29.5	2.950
P3: the school academic performance is incomparable with other schools outside the Municipal.	40	65.6	9	14.8	12	19.7	*2.524*
P4: The school performs very well in terms of sports, drumming, quiz and others.	17	27.9	3	4.9	41	67.1	4.016
P5: Student examination has been very encouraging.	21	34.4	7	11.5	33	54.1	3.213

	SD&D		N		A&SA		
P6: The school has gained good name because on its academic performance.	24	39.3	7	11.5	30	49.2	*4.163*
Average	**26**	**42.6**	**6.8**	**11.2**	**29.2**	**46.2**	*3.363*

Data source: Field Work, 2018, SD&D= Strongly Agree/Disagree, N= Neutral, A&SA Agree / Strongly Agree

The results show that on P1: The school is considered as one of the best school in the, 57.4% (n = 35) of the teachers ware agree/strongly agree, 32.7% (n = 32.7) were strongly disagree/disagree and only 9.8% (n = 6) were at the neutral level. P2: Students intellectual is very high as compare to other schools, 29.5 % (n = 18) of the teachers ware agree/strongly agree, 55.7% (n = 34) were strongly disagree/disagree and only 14.8% (n = 9) were at the neutral level. On *P3: the school academic performance is incomparable with other schools outside the* Municipal, 13.6% (n = 12) of the teachers ware agree/strongly agree, 65.6% (n = 40) were strongly disagree/disagree and only 14.6% (n = 9) were at the neutral level. *On* P4: The school perform very well in terms of sports, drumming, quiz and others, 67.1% (n = 41) of the teachers ware agree/strongly agree, 27.9% (n = 17) were strongly disagree/disagree and only 4.9% (n = 3) were at the neutral level. *On* P5: Student examination has been very encouraging, 54.1% (n = 33) of the teachers ware agree/strongly agree, 34.4% (n = 21) were strongly disagree/disagree and only 11.5% (n = 7) were at the neutral level. *Lastly, on P6: The school has gained good name because on its academic performance.* 49.2% (n = 30) of the teachers ware agree/strongly agree, 39.3% (n = 24) were strongly disagree/disagree and only 11.5% (n = 7) were at the neutral level.

The overall School Performance show that about46.2% (n = 29) were in agreement, 42.6% (n = 26) were in disagree with the all the statements and only 11.2% (n = 7) could not tell their level of agreement or disagreement with the questions on

school performance. Also the overall mean score (mean = *3.3633*) indicates that teachers School Performance in the perform averagely high and for that matter the school has *gained good name because on its academic performance,* since the highest mean score of on school performance items was 4.23 with standard deviation of 0.824, as shown in the table.
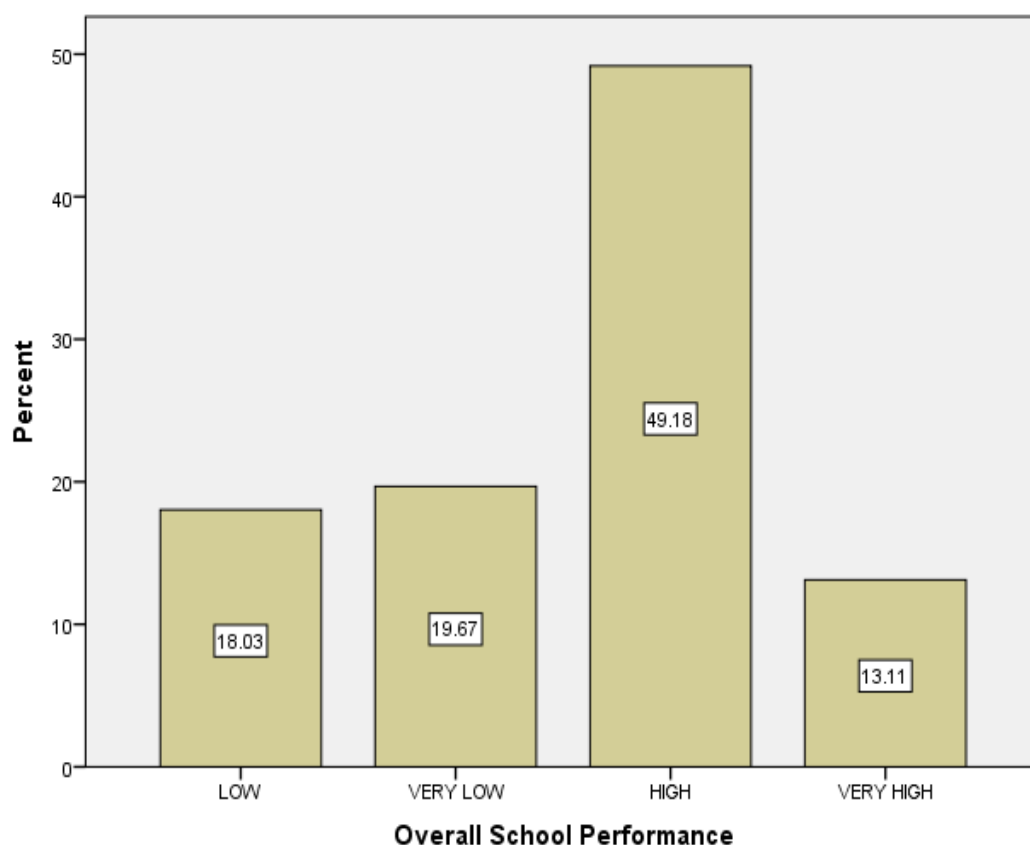
Figure 4.1.1 Overall School Performance

4.4 Presentation of Results for Research Question Three: What Is the Level Teachers' Satisfaction on Their Resource Development in the Jomoro Municipal?

The study again found teachers satisfaction level of their resource development in the Municipal. The result in table 4.4.1 and figure 4.4.1 shows that teachers are moderately satisfied with their resource development at the Jomoro , since majority of

about 65.6% (n= 40) responded that they are very satisfied/ moderately satisfied with their resource development in the and minority of about 34.4% (21).

Table 4.4.1: Teachers Satisfaction on their Resource Development

Satisfaction on their Resource Development	Frequency	Valid Percent
Very Satisfied	12	19.7
Moderate Satisfied	28	45.9
Dissatisfied	18	29.5
Very Satisfied	3	4.9
Total	61	100.0

Data Source: Field Work, 2018.

Figure 4.1.2: Satisfaction of Teachers on Their Resource Development

The figure shows that teachers are moderately satisfy with the resource development in the Jomoro Municipal.

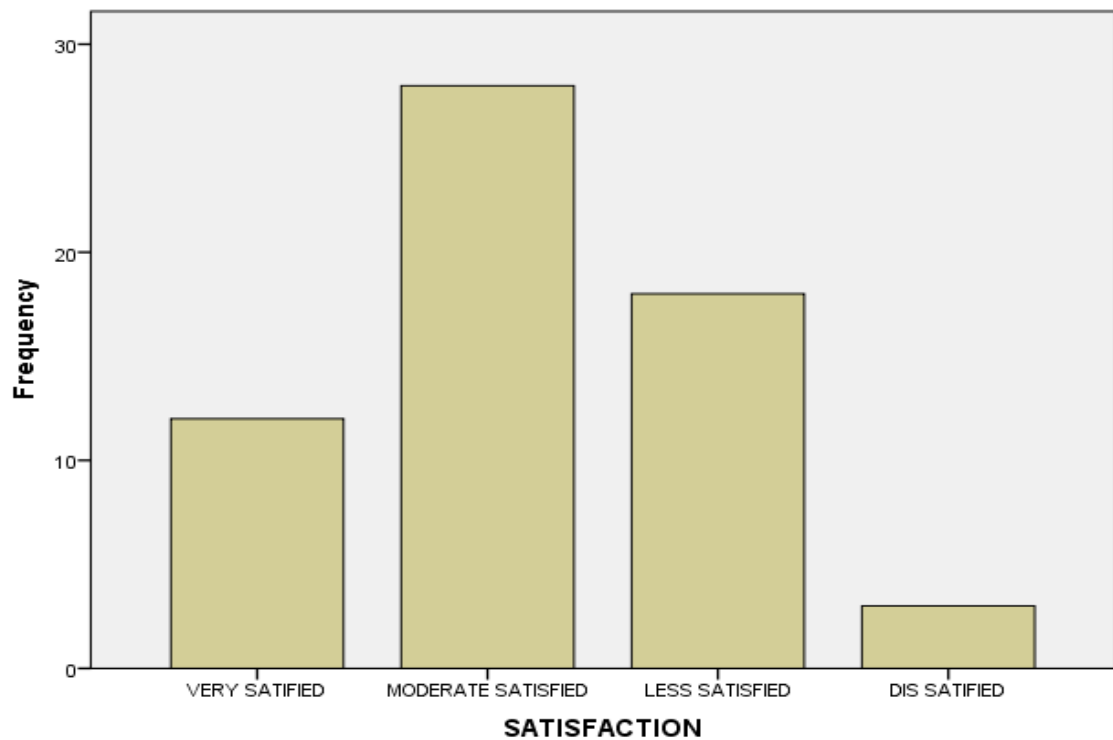**4.5 Presentation of Results for Research Questions Four: The effect of Teachers' Resource Development on School Performance.**

In other to measure the effect of teachers' resource development on school development, correlation and regression analysis was run. The correlation analysis was used to extent relationship between teachers' resources development and school performance while regression analysis was used to established relationship to help us estimate the effect of teachers' resources development on school performance. The result shows Teachers Resource Development significantly influence school performance, since the p-value (Sig = 0.031< 0.05) of Teachers Resource Development was far less than (α = 0.05) alpha level. There is weak positive relationship (R = .276, p < 0.05) between Teachers Resource Development and School Performance. The results indicate that the total variability in school performance explained by teachers resource development was only (R^2 = 7.6%, p < 0.05). The variability in school performance explained by teachers' resource development is very small. The resources are presented in Table 4.5.1 below.

Table 4.5.1: Model coefficient Coefficients

Model	B	Std. Error	Beta	t	Sig.
(Constant)	12.153	3.573			
Teachers Resource	.382	.173	.276	2.204	.031

R = 0.276, R^2 = **.076,** AdjR^2 = 0.06, Std. Error, Durbin-Watson=1.542, ANOVA p-value (**.031**) < 0.05

Dependent Variable: School Performance

4.6 Discussion of Findings

4.6.1 The level of Teachers' Resource Development in the Jomoro

The study found that about 64% (39) teachers were in agreement with only 28% (n = 8) who were in disagreement with all the statements raised on Teachers Resource Development. The overall mean score (mean = 3.363) indicates that teachers resource development in the Municipal is high. The most highest teachers resource development item in the is on *RS2: teachers are encourage to pursue further courses that are in line with their field,* since it had the highest mean score of 4.23 and small standard deviation of 0.824. Chinyere (2014) study asserts that, Human resources are the key to rapid socio-effective school service delivery. The study stressed that without an adequate, skilled and well-motivated workforce operating within a sound human resource management programme, development is not possible. Every educational system at every level depends heavily on the human resources for execution of its programme.

4.6.2 The Level of Schools Performance in the Jomoro

The result show that about46.2% (n = 29) were in agreement, 42.6% (n = 26) were in disagree with the all the statements and only 11.2% (n = 7) could not tell their level of agreement or disagreement with the questions on school performance. Also the overall mean score (mean = *3.3633*) indicates that teachers School Performance in the perform averagely high and for that matter the school has *gained good name because on its academic performance,* since the highest mean score of on school performance

items was (4.23) with standard deviation of (0.824) This finding is in line with Bryson and Wilkinson (2018) also found that intensive use of HRM practices is correlated with substantial improvement in workplace performance, both among schools and other workplaces. However, the types of practices that improve school performance are different from those that improve performance elsewhere in the economy. Furthermore, in contrast to the linear returns to HRM intensity in most workplaces, improvements in schools' performance are an increasing function of HRM intensity. Also, Alwiya and Jolly (2016) recent studies have shown that high performing business organizations including schools practice strategic human resource management (SHRM).

4.6.3 Teachers Satisfaction level on their Resource Development in the Jomoro Municipal.

The result shows that teachers are moderately satisfied with their resource development at the Jomoro Municipal, since majority of about 65.6% (n= 40) responded that they are very satisfied/ moderately satisfied with their resource development in the Municipal and minority of about 34.4% (21).

4.6.4 The Effect of Teachers Resource Development on School Performance at Jomoro Municipal

The result shows There is weak positive relationship (R = .276, p < 0.05) between Teachers Resource Development and School Performance. Teachers Resource Development significantly influence school performance, since the p-value (Sig = 0.031< 0.05) of Teachers Resource Development was far less than (α = 0.05) alpha level. The results indicate that the total variability in school performance explained by teachers resource development was only (R^2 = 7.6%, p < 0.05). The variability in school performance explained by teachers' resource development is very small.

This finding is in line with Bryson & Stokes (2018) found that schools' performance. We focus on the role played by management practices in explaining differences in the performance of schools versus other workplaces, and performance across the schools' sector. We find intensive use of HRM practices is less correlated with substantial improvement in workplace performance, both among schools and other workplaces. However, the types of practices that improve school performance are different from those that improve performance elsewhere in the economy. Furthermore, in contrast to the linear returns to HRM intensity in most workplaces, improvements in schools' performance are an increasing function of HRM intensity.
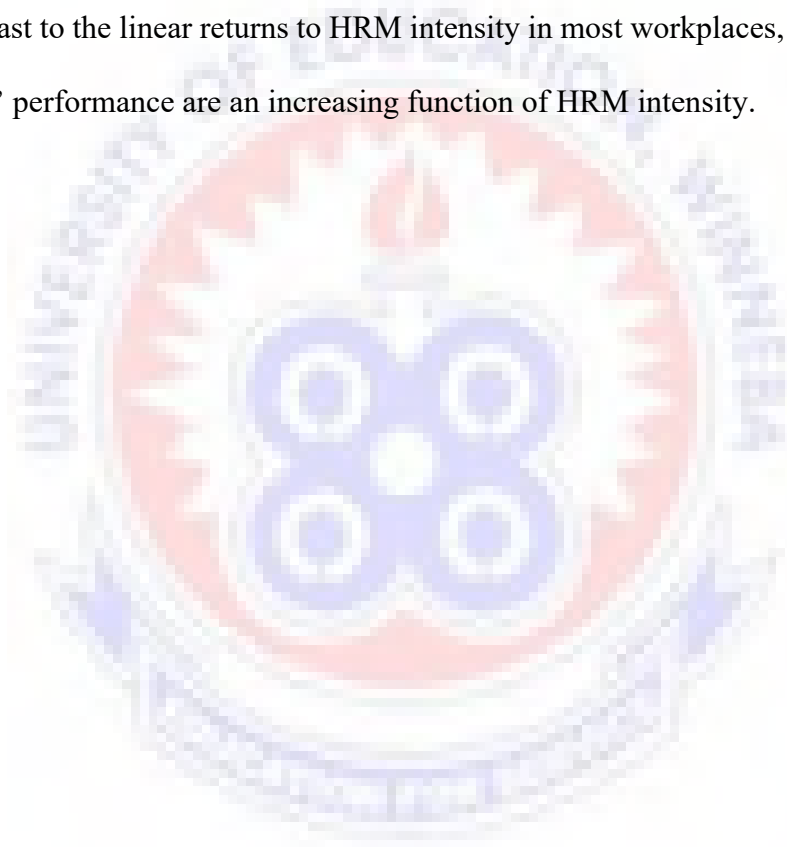
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter of the study summarizes the findings, conclusion and recommendation from the study.

5.1 Summary of the study

The main purpose of the study was to examine the contribution of teachers' human resource development (HRD) on school's performance at the Jomoro Municipal. The specifically the study was to achieve the following objectives; (Determine the level of Teachers' Resource Development in the Jomoro Municipal, Identify the level of schools performance in the Jomoro Municipal and Ascertain the relationship between Teachers Resource Development on school performance at Jomoro Municipal. Base on the objectives, the following Research Questions (What is the level of Teachers' Resource Development in the Jomoro Municipal? What is the level of Schools' Performance in Jomoro Municipal? and What is relationship between Teachers Resource Development contributes to Schools Performance in the Jomoro Municpal? This study employed both correlational survey designs to help the researcher achieve the stated objectives.

The targeted a total population 420 and sample size of (200) teachers distributed among (21) Public Basic Schools in Jomoro Municipal. The researcher employed the following sampling techniques in selecting the teachers for the study; Judgmental. The data analysis and the presentation of results were done in two ways. These were descriptive and inferential statistics. For the descriptive statistics, table and graphs were used to simplify the results and interpretation of the findings. The results later

interpreted, described and analyzed using graphical and tabulation. For the inferential statistics, correlation and regression were used.

5.2 Summary of the Key Findings

The study indicates that teachers' resource development in the Municipal is high. Also the study revealed that teachers School Performance in the Municipal is averagely high and for that matter the school has gained good name because on its academic performance.

In addition, Teachers are moderately satisfied with their resource development at the Jomoro Municipal, since majority of about 65.6% (n= 40) responded that they are very satisfied/ moderately satisfied with their resource development in the Municipal and minority of about 34.4% (21). Furthermore, it was found that teachers' resource development significantly influence school performance.

5.3 Conclusion

The study concluded that that teacher's resource development in the Municipal is moderately high. The most leading teachers' resource development item in the Municipal is RS2: teachers are encouraged to pursue further courses that are in line with their field.

The Schools in the Municipal performs averagely high and for that matter the school has gained good name because of their academic performance. There is weak positive relationship between Teachers Resource Development and School Performance. Teachers Resource Development significantly influences school performance. There is very small variability in school performance that is explained by

teachers' resource development in the Municipal, which indicates that resource development is at the required level that will to influence school performance.

5.4 Recommendations

The following recommendations are made based on the findings and conclusions drawn from the study. Firstly, the Municipal educational directorate should work had to organized in-service training for the teachers in the Jomoro Municipal to help increase the schools performances. The Municipal educational directorate should identify other factors that influence teachers' satisfaction on their resource development. In addition, Government and other policy should target teachers' resource development of the teachers as means improving school performance in the country.

5.5 Suggestion for Further Study

This study suggests that further study should be structured to identify other factors that influence Teachers' Resource Development in Jomoro Municipal

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APPENDIX A

STUDY QUESTIONNAIRE

UNIVERSITY OF EDUCATION,

WINNEBA-KUMASI

EDUCATIONAL

LEADERSHIP

QUESTIONNAIRE FOR TEACHERS

Survey on Teachers' Resource Development on School Performance

at Jomoro Municipal

I am very grateful for your willingness to participate in this study.

This study focuses teachers' resource development (HRD) on general school performance within the Jomoro Municipal.

In this study, the researcher is interested in evaluating your agreement or disagreement on questions related to teachers' resource development and general school performance. There is no wrong or right answer. Therefore in order to improve the quality of the study, it is kindly requested that you take your time to read the items on the questionnaire carefully so that you can provide objective responses.

SECTION A: RESPONDENT DEMOGRAPHIC CHARACTERISTICS

1. Gender [ ]Male [ ]Female

2. Age (years)   [ ] Less than 20   [ ] 20 – 29   [ ] 30 – 39   [ ] 40 – 49   [ ] 50 and above

3. Educational level   [ ] HND/Diploma   [ ] 1st Degree   [ ] 2nd Degree   [ ] PhD

4. Please, how long (in years) have you been teaching in the Jomoro district?
   [ ] Less than 1   [ ] 1 – 2   [ ] 3 – 4   [ ] 5 – 6   [ ] 7 – 8   [ ] 9 – 10
   [ ] More than 10

5. Your Position?
   [ ] Head teacher   [ ] teacher   [ ] GES assembly worker   [ ] other

Section B: Measures of Human Resource Development

Please use the 5-points **[1-5]** scale below to rate the following statements on Teachers *Resource Development* in the Jomoro Municipal**.**

1	*2*	*3*	*4*	*5*
Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*

Qust	Teachers' Resource Development	1	2	3	4	5
1.	Teachers are trained on good teaching methods, morals and ethics at the jomoro district for good academic performance.					
2	Teachers are encouraged to pursue further education that are in line with teaching fields					
3	Performance appraisals, Educational promotions and awards are given to teachers to motivate them in the Jomoro Municipal.					
4	Effective Teaching meetings and assistance programs are rolled out to teachers in the various schools in the Municipal.					
5	Teachers' have strong platform to share their views, challenges, and needs with educational authorities in the Jomoro Municipal.					
6	Teachers' performances are evaluated at the direct to ensure effective teaching and learning in school.					

7. Overall, how would you rate **Teachers' Resource Development** in the Jomoro Municipal?

A) Low   B) Very Low   C) High   D) Very High

8. How are you satisfied with **Teachers' Resource Development** in the Jomoro Municipal?

A) Very satisfied   B) Moderate satisfied   B) less satisfied   D) Dissatisfied

Section C: Measures of School Performance

Please use the 5-points **[1-5]** scale below to rate the following statements on *your*

school Performance in the Jomoro Municipal.

1	2	3	4	5
Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*

Qust	General School Performance	1	2	3	4	5
1	The school is considered as one of the best schools in the Municipal.					
2	Your students' intellectual levels are very high as compare to other schools.					
3	Your school academic performance is incomparable with other schools outside the Jomoro Municipal.					
4	Your school performs very well in terms of sports, drummer, quiz and others competitions at the Municipal level.					
5	Students examination results have been very encouraging in the last five years compared to other Municipal assemblies within the region					
6	The school has gain good name based on its academic performance					

7. Overall, how would you rate your school performance?

a) Low   B) Very Low   C) High   D) Very High

Thank You.

APPENDIX B

Reliability Statistics for all the sub-scale on questionnaire

Cronbach's Alpha	N of Items
.752	12

Cronbach's Alpha = 0.752 describes as Superb

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
RS1	34.7213	33.871	.015	.705
RS2	34.5902	33.446	.069	.698
RS3	35.4426	32.817	.071	.704
RS4	35.6885	31.551	.178	.689
RS5	36.9672	32.766	.090	.700
RS6	35.3770	30.905	.191	.690
P1	35.4590	28.486	.485	.642
P2	36.1639	27.373	.614	.621
P3	36.2623	30.430	.325	.667
P4	35.2623	25.730	.676	.603
P5	35.4918	27.254	.590	.623
P6	35.5902	26.113	.561	.621

Note **RS and P Are Teachers Resources Development and Students Performance**

Reliability Statistics on Resource Development

Cronbach's Alpha	N of Items
.759	6

Cronbach's Alpha = 0.759 describes as superb

Item-Total Statistics on Teachers Resource Development

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
RS1	16.1967	8.427	.591	.766
RS2	16.0656	8.829	.828	.756
RS3	16.9180	7.710	.642	.771
RS4	17.2623	7.063	.204	.759
RS5	18.1803	6.484	.242	.758
RS6	16.8525	6.928	.215	.766

RS1 – RS6: are the challenges of teaching unspecialized subjects

Reliability Statistics on School Performance

Cronbach's Alpha	N of Items
.844	6

Cronbach's Alpha = 0.725 describes as superb

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	15.3279	16.824	.634	.816
P2	16.0328	17.066	.617	.820
P3	16.1311	19.083	.377	.860
P4	15.1311	15.483	.716	.799
P5	15.3607	15.868	.744	.795
P6	15.4590	15.152	.666	.811

Table: The Overall Level of Teachers Resource Development

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Teachers Resource Development	Frequency	Percent	Valid Percent
Low	6	9.8	9.8
Very Low	12	19.7	19.7
High	*30*	*49.2*	*49.2*
Very High	13	21.3	21.3
Total	61	100.0	100.0

Teachers Resource Development	Frequency	Percent
Low	6	9.8
Very Low	12	19.7
High	*30*	*49.2*
Very High	13	21.3
Total	61	100.0